

Chapter Three

Methodology

This chapter discusses methodology of the study related to research design, nature and sources of the data, setting and participant, data collection method and data analysis method.

Research Design

This research investigated the individual and group presentations on the English learning process on students in class. The methodology that was employed in this research was qualitative. The researcher expected to find out the answers to research question (1) what are the strengths and weaknesses of individual presentations on students' English learning process? And (2) what are the strengths and weaknesses of group presentations on students on the English learning process?

In-depth information analysis was applied in this methodology. This type is expected to help the researcher understand the participants' perception about their learning experience using the individual and group presentation in learning process. This research categorizes descriptive qualitative research, because the study described the findings from the interview.

Nature and Sources of the Data

The nature of the data is qualitative. The data were the participant's responses recorded during the interview with the researcher. Qualitative data were dominantly in the form of words that were analyzed without using number. This is due to the researcher gets the qualitative information from interview data (Sugiyono, 2008). The sources of the data were: (1) nine participants of the research and (2) audio recorded interviews.

Research Setting and Participants

Setting. The researcher was conducted the research at the English Education Department of Universitas Muhammadiyah Yogyakarta. This research was conducted on 13 November until 19 November 2014. There were three reasons in choosing the English Education Department of Universitas Muhammadiyah Yogyakarta to be the setting of this research. The first reason was because there is no previous research about the individual and group presentation in learning process at Universitas Muhammadiyah Yogyakarta since English Education Department is a study program established in 2010. The second reason was that teaching and learning process in the English Education Department of UMY is mostly used presentation on classroom. Therefore, the researcher was interested to know what the students' perceive about the individual presentation and group presentation in terms of the strengths and weaknesses on learning process in classroom. The third reason was due the researcher' own interest to investigate the strengths and weaknesses of individual

presentations and group presentation of students of English Education Department of Universitas Muhammadiyah Yogyakarta in the process of teaching and learning.

Participants. The researcher chose nine participants. They are the students in the Academic Year 2011 of English Education Department (EED) of Universitas Muhammadiyah Yogyakarta. From the nine participants, the researcher chose three categories of the students, first, there were three students with high GPA 3.81 – 3.72, three students with middle GPA 3.60 – 3.41, and three students with low GPA 2.38 – 2.16. The researcher chose three categories in this research because to know the students prefer used individual presentation or group presentation in learning process and to know the strengths and weaknesses of individual or group presentation. According to Fraenkel and Wallen (1993), purposive sampling is technique of sampling which is based on consideration and particular purpose. It is in line with Creswell (2013) who noted that in qualitative research, the researcher should select the participants or site who can really understand about the situation that will be undergone.

The researcher chose the participant based on the reasons as follows, the students English Education Department used the individual and group presentation in learning process in class, and the students have experienced in learning process in class. Thus the main characteristic to choose the students of English Education Department as the participants of this research is the students English who used individual and group presentation in learning process in class.

As Chambel stated that in Ardianto (2013) a large number of the participants chosen specially can yield more valid information than a small number of limited informants. Therefore, by selecting the nine participants of students English Education Department who used individual and group presentation in learning process in class would get the valid data because the participants chosen in this research really using individual and group presentation in learning process.

Data Collection Instruments. The researcher collected the data by interviewing the students English Educational Department who used individual presentation and group presentation in their learning process. The researcher used Indonesian language to interview the participant. The purpose of the interview is to explore the strengths and weaknesses of individual and group presentation.

The interview was conducted to answer the problem of this research. The interview focuses on the strengths and weaknesses of individual or group presentation in the learning process. The researcher created an interview guide line to facilitate the interview process.

List of question as an interview guide:

No.	List of question
1.	How is your English teaching learning process?
2.	What do you know about presentation?
3.	What do you know about individual presentation?
4.	What do you know about group presentation?

5.	What are the influences on individual presentation in learning process?
6.	What are the influences on group presentation in learning process?
7.	Which will be better, individual or group presentation?

Data Collection Procedure. The first step of the procedure was asking permission from the Administration Staff of English Education Department of UMY. The researcher asked for information on the average of student's GPA in the year 2011 of English education department. Then, the researcher chose three category of average of students, such as the high GPA level, the middle average GPA level, and the low GPA level. After that, the researcher chose three students of each category, so the total was nine students.

The next step, the researcher made promise with some students to be interviewed to collect information about the individual presentation and group presentation in English learning process. After that, the researcher sends message to some participant. Then, the researcher interviewed about the individual presentation and group presentation in English learning process. After that, the researcher transcribed the data obtained from the interview with the participants. The transcript and coding were analyzed and summarized by the researcher. The summary would help the researcher to clarify the individual presentation and group presentation on the strengths and weaknesses in the English learning process. Furthermore, the researcher classified the result of open ended question in the interview. This analysis

would help the researcher to know what the strengths and weaknesses in individual presentation and group presentation in the English learning process.

Then the last step, the researcher wrote the finding of the research and the analysis from the data gathered from the research. The researcher also wrote a conclusion from the analysis.

Data Analysis. After collecting the data by conducting the interview, the next step was to analyze the data. There were three steps applied in this research to gather, interpret and conclude the data. The steps include transcribing the data, coding the data, and categorizing the data. The first step was to transcribe each interview which was conducted from each participant. I used a recorder in order to record the process of interviewing. Words, phrases, and sentences spoken by participants were completely transcribed. Then, after transcribing, the second step was to code the data. Coding was a process conducted after reading the data. The final step was to categorize the data. Categorizing was to highlight and to relate every point from coding. I compared all data taken from the interview, and then each code is put in each category.

Validity. To get validity of the research, the researcher confirmed the transcripts to the interviewees. The aim was to check the validity. This is in line with Cohen, Morison (2000) and Cresweell (2012) who suggest that the interviewer to return to the participants to check the accuracy of their interview. The process to

check the validity is to allow a participant to read part of the draft the report that includes information about them. Participants were asked to reconfirm the data when interpretation is not credible (Merriam, 1998). After the researcher got the data, then read and when found unconvincing ideas, then the researcher reached to the participants again and make sure that the data were true. The participants were then given the data found in the interview and then asked to give confirmation whether the data were written in line with their ideas or not.